

Negrees

REPORT
EQUAL OPPORTUNITY IN EDUCATION COMMITTEE
Evanston League of Women Voters

April 20, 1968

In the fall of this school year, 1967, many community meetings were held to discuss the question of human relations at Evanston Township High School. Observers for the Evanston League of Women Voters attended these meetings and discussions were held by the Development of Human Resources -- Equal Opportunity in Education Committee. A meeting of these two committees was held on December 4 to receive a first hand report from members of the high school staff. As a result of all of the information gathered and discussed the following letter was sent to all members of the District #202 Board of Education:

Members of the League of Women Voters, through study of measures to promote equality of opportunity in education and employment for all citizens, are increasingly aware of the rising expectations of Negro Americans that equality become reality. Rising expectations are leading throughout the nation to rising inter-racial tension. High schools, where maturing boys and girls at the height of youthful idealism also begin to face the adult realities of the community their school reflects, have often been the focus of a community's racial tension. Evanston, which fortunately has not experienced the violence of some other bi-racial communities, nonetheless has serious tensions associated with the high school. What is an appropriate response to this situation?

We believe that racial tension in our community is a challenge not a threat and can be constructive not destructive, depending on the responses of our citizens and their institutions. We believe that the Board of District 202, as indeed the board of any racially integrated school, has an enlarging role today in the field of human relations.

We look to the Board to articulate an effective human relations policy for District 202, restating its policy on integration and giving high priority to improving racial relations. Overall supervision of a district-wide human relations program should be a primary responsibility of the Superintendent. The Board should authorize adequate funds for a quality program through the regular budget or through special grants which may be obtained. Additional teacher-training in the field of human relations should be initiated for all teachers now teaching in District 202, and should be a permanent part of the District's in-service training. The Superintendent and staff should further encourage human relations programs by and for parents and students. Technical assistance for such programming is available through the Illinois Commission on Human Relations.

More effective communication between school and community and school board and community is important, including scheduling of meetings at times convenient to the public. The Board should publicize its concerns for excellence in intergroup relations to students, parents, and community at large. New methods should be sought for airing concerns and checking out rumors, perhaps in cooperation with the Community Relations Commission.

The League of Women Voters of Evanston is a non-partisan organization concerned with promoting active citizen participation in government. League members will be most willing to cooperate in helping develop community understanding of the need for increased emphasis on human relations in our schools and to help implement our suggestions. Please do not hesitate to call on us,

No reply to the letter was made by District #202. Letters sent by other organizations in town which had become actively interested in human relations at the high school since an incident in the fall between Evanston students, students from Proviso High School, and the Evanston police were also not answered.

A group of predominantly Negro citizens formed an organization called Focus and made a report early in 1968 to the high school. The seven points which Negro students presented to the Evanston High School Superintendent in the fall of 1967 were included in concerns which they expressed, as in the following report:

Focus Report on ETHS

1. The students assert that the burden is now on the School Board to produce facts to prove the Board's claim that educational and social opportunity at the High School is equal. Let the Board give specifics, including the year in which they claim any specific improvement took place. Charges to the contrary have been made vigorously and openly.
2. The students assert that the ETHS "track" system of academic programming fosters educational discrimination and injustice:
 - a. It provides no effective method for constant evaluation of Negro students arriving from Junior High School.
 - b. Grouping all students of comparable achievement together reduces the challenge and motivation for education excellence.
 - c. Too many teachers regard basic classes as a "necessary evil" and are either unwilling or unable to prepare themselves to motivate and educate a Negro student.

- d. Because among the student body as a whole, the basic class carries a stigma in student opinion, those consigned to this level are hurt. The Negro students feel that another aspect of this stigma is seen in extra-curricular activities where Negroes are found in any number only in athletics and chorus-signing.

3. The Board should openly declare exactly, not generally, what effort it has made to recruit Negro teachers, counsellors, administrators and special educational personnel. The proportion present at ETHS is open evidence of the Board's failure in this respect. The Board should squarely face the fact that qualified Negro professionals will not actively seek out a community which practices housing discrimination whether boldly as in Cicero, Illinois or discreetly as in Evanston, Illinois. The Board should undertake both to make known publicly its opposition to housing discrimination and to adopt an active program to obtain both open housing and attractive accommodations for Negro teachers.
4. The Board must record and evaluate all reported conflicts between Negro students and white students or teachers. Not only the fairness of the ultimate decision but the fairness of the actual investigation must be considered. In the case of teachers accused of repeated speech and action indicating racial prejudice, strong and decisive action by the Board must be taken. The policy of the Board in this respect must be made public to the community as well as to the Administration and faculty.
5. An affirmative program must be instituted to enlist Negro students in such extra-curricular activities as drama, speech, dance, etc. A simple statement that openings exist, or claim that no discrimination has ever existed will be totally insufficient. In this field as in others at ETHS it is time to end "make-believe", end it completely and end it Now!
6. A priority effort must be made to include the historical role of the Negro as well as that of other minority and ethnic groups within the course study of American History. The tardy device of a special and separate course in Negro History implies that American and Afro-American History were separate developments. This is false.
7. Evanston uses a caucus system to select its Board members. That system fails to scrutinize carefully and openly the social attitudes of candidates to insure that each candidate has a healthy and understanding approach to matters of human relations and seeks equality of opportunity and treatment for all students at ETHS.
8. An active program must be instituted by the Board with the objective of involving Negro parents in programs and projects related to ETHS. The PTA, with its low level of membership, and the Lay Advisory Council have long been regarded by a major segment of the community as little more than puppets of the School Administration. It is time for each to become an independent body and to welcome critics as well as supporters of various ETHS practices. Policies which stifle debate must be ended. Negro parents and others must feel that the Board, the PTA and the Lay Advisory Council are responsive to criticism, not indifferent to it.

9. The selection of a Superintendent to replace Dr. Michael was undertaken by the School Board in secretive fashion completely contrary to the open procedure the Board adopts when seeking funds from the community. A Board which operates in this manner does not deserve the confidence or respect of the community. No one questions the right of the Board to select a Superintendent. But we do challenge the right of the Board to conceal truth from the community, to conceal for months the knowledge that one Superintendent was retiring, to conceal for months the search for his replacement, to conceal the criteria the Board uses for selection. We demand a statement from the Board pledging an end to behind-the-scenes conferences and promising compliance with both spirit and letter of the Illinois Statute governing public bodies.
10. The Board should make a definite financial commitment to bring quickly to ETHS a person or staff qualified to put into operation on a full-time basis, a continual program of human relations effort for staff, faculty and student body.

We recommend to the Board that it be aware of professional studies evaluating the effect of the "track" system as related to Negro students (see the Coleman Report and the court decision by Judge James Scully Wright.)

The Federation of Citizens for an Unsegregated Society (F*O*C*U*S) stands firmly behind the students who have raised the foregoing and other objections.

We are aware of the humiliations experienced by individual Negro parents and students in their contacts with the Superintendent. We believe that these things have been known to the Board and that they have been permitted to continue.

It has been insulting to have our sincerity questioned, to be told our concern for good schooling is poor, to be treated with disdain both by the Board and its chief employee.

On January 18, 1968 The Evanston Review wrote a critical editorial on the high school board's Secrecy in Searching for a new School Superintendent to succeed Dr. Lloyd S. Michael. On January 29th the board called a special meeting to announce the employment of Dr. Scott D. Thomson as the new Superintendent starting July 5.

On February 14, 1968 the school board adopted a statement of policy on Human Relations.

THE ADOPTED STATEMENT OF POLICY ON HUMAN RELATIONS (DISTRICT 202)

This statement adopted at a special Board Meeting of District 202
February 14, 1968 at 7:30 p.m. in the Superintendent's office.

In a large comprehensive public secondary school such as Evanston Township High School, with an enrollment approaching 5,000 pupils, the range of needs interests, aptitudes and abilities is extremely varied. Because of the nature of our 100 year old community, the range of social, economic, cultural, racial, religious and ethnic backgrounds in the school is also great. The Board of Education reaffirms its primary objective: namely, to offer a diversified program intended to meet the educational

needs and social experiences of all its students, focused on creating a school environment which inspires the desire for more knowledge and a better, fuller life for each. To this end we pursue our prime responsibility...to help young people of every background and without regard to race, color or creed, achieve individual fulfillment and self development in a friendly atmosphere based on mutual respect for each other as individuals.

Evanston Township High School has continued to offer a variety of curricular and extra-curricular programs to serve the needs of all of its students -- both those for whom high school is a terminal educational experience and those who are college bound. The Board of Education is aware of the special needs of many individuals and of the constant need for common experiences for students of all levels of ability and from all segments of our community. As the community and the school change over the years in both size and diversity, the Board must continue to be responsive to change. Better teaching methods, systems and materials, as well as more intensive multi-racial and multi-cultured staff recruiting, will be encouraged, in the belief that greater social and intellectual growth will result for each individual.

The preservation of a single campus comprised of four smaller schools within one large school makes it possible to further our efforts to have every student take part in a totally integrated educational and social experience. Now that the construction of these new facilities nears completion the administration and faculty of the high school shall be encouraged to advance their efforts to improve the school's many programs and will lend that degree of encouragement motivation and counsel needed to attract all students, regardless of ethnic or family background to participate freely and equally in the many activities offered by the school. These programs will be designed to provide students with an opportunity to acquire a mutual understanding and respect so that they may be better prepared to share in the benefits and responsibilities of a free society.

The Administration and faculty cannot accomplish these programs alone. Nor can they be accomplished by individuals acting alone. The Board of Education supports the further development and implementation of comprehensive human relations program in which the attitudes and capacities may be constructively influenced by channeling the active support and understanding of all individuals -- students, parents, teachers, administrators and other members of the community. To these ends, the Board pledges its legal, moral and financial support to assure quality education and related experiences for all high school students regardless of social, economic, cultural, racial, religious or ethnic backgrounds, so that their lives may be enriched thereby.

On February 15, the Evanston Review wrote an editorial which is as follows:

Blindfolding the Public

THE Evanston High School board was scheduled to meet last night to act on reports from two of its committees which apparently held closed meetings to prepare the reports.

The Evanston Review was notified Monday that the board committees on public relations and integration would submit their reports for approval last night.

We had tried for several days to determine whether the committee had held any meetings yet, hoping to inform the public about these important deliberations. Depending upon whom we talked to, the committee members had met "informally," hadn't met, or had chatted on the phone.

No board member notified us that the committee met to approve the reports even though a new state law requires

meetings of school board committees to be open to the public. We and other residents would have attended if we had been told when the board members were meeting.

The notice of last night's meeting came too late to allow the public to attend the special meeting, even though the board apparently had scheduled the meeting two weeks ago.

The board's actions are similar to its search for a successor to Dr. Lloyd S. Michael, superintendent. The board declined to reveal that Dr. Michael would retire this summer and conducted an unpublicized search for his successor.

The board is losing friends by acting as though it is running a private corporation. It should perform its duties properly by taking the public into its confidence.

February 15, 1968

The Evanston Review

On February 19 and 22 the F.O.C.U.S. group and supporters held a protest march in front of the high school in protesting "the hostile attitude of the School Board, the failure of the Board to direct its Superintendent to take specific steps to end discriminatory practices at ETHS, School Board decision not to hire a Human Relations expert, the refusal of the School Board to answer FOCUS when 10 points were presented to the Board, the continual secrecy of the Board in hiring a new superintendent before admitting that Dr. Michael was retiring."

At the February 22 board meeting the school board and Dr. Michael expressed disapproval of the stand taken by the Evanston Review in the

two aforementioned editorials. They felt that lack of communication with the public was their primary problem. Mr. Phillips and Mr. Liechty urged that the board meet with groups who had questions. A motion was passed to set up a meeting with FOCUS and any other organizations to discuss questions on human relations. Two subsequent public meetings have been held between the school board and FOCUS.

Also, at the February 22 meeting Dr. Scott Thomson read a prepared statement. The portion of the statement dealing with human relations is as follows:

Now, after only a decade, some see yet another role emerging for schools. Frequently it is now suggested that education is to be the social instrument used to solve our inequities and injustices. Public schools are to be the change agent in society, the process by which economic, social and cultural ills are eliminated.

Given adequate resources, schools can make significant inroads against injustice. Teachers are ingenious and energetic. Students are idealistic and thirst to serve. However, schools cannot become political battlegrounds, the central arena in which adults wrestle with severe problems. Nor can schools allow themselves to become used by pressure groups for self-serving ends. Public schools must always enjoy a consensus support from the general community. Once schools lose this broad support they become ineffective and isolated.

So, the broad citizenry has a great stake in remaining alert to protect schools against special interest groups; the Old Right and the New Left, the anti-draft agitators, the militant racists of every hue, the self-appointed censors, and the student power advocates and those of similar ilk with consuming personal ambitions.

Our society bears many pressing problems. These problems must be solved. But for the sake of your own students, solve these problems through political institutions, not through educational institutions. Let us teachers and students retain our independence and our academic freedom. Let us consider ideas unfettered by ideology. Let us become socially involved via educational experiences on our terms, not by political pressure. This is the proper role for schools and ^arole which ETHS can perform with unusual distinction. But in this we need your understanding and support.

The Equality of Opportunity in Education Committee is concerned with the fact that all programs in human relations at ETHS are so far, voluntary. The administration has mentioned that a teachers' committee will soon have recommendations to present to the board for setting up some permanent human relations programs. The board seems to be becoming aware of the need to be in communication with the public -- hopefully a lasting realization. The

new Superintendent of Schools can make a big difference in human relations and should be approached with the League's concerns. All of the problems considered this year should be pursued next year by the League because as yet no real solutions have yet been found by the high school.

Mrs. Armin Beck, Chairman
Equality of Opportunity in
Education Committee
April 20, 1968

January 7, 1969

CITY OF EVANSTON INTERDEPARTMENTAL MEMORANDUM

MRS. KARL M. MILGRO
1704 MULFORD ST.
EVANSTON, ILLINOIS

To: Wayne F. Anderson, City Manager

From: Newton G. Edwards, Personnel Director

Subject: Number and Distribution of Black Employees with the City of
Evanston as of January 1, 1969

<u>Department</u>	<u>Total Number of Black Employees*</u>	<u>Total Number of Black Supervisory Employees</u>	<u>Total Number of All Employees</u>
Building	0	0	12
City Clerk	0	0	2
City Engineer	0	0	7
City Manager	1	0	3½
Human Relations	1	1	3
Finance	3	0	26
Fire	2	2	102
Municipal Garage	2	0	13
Health	1	0	32
Law	0	0	4
Library	4	0	58
Park	24	9	57
Personnel	0	0	3
Planning	5	0	26
Police	10	3	158
Public Works	0	0	2½
Recreation	7	3	24
Street	44	18	123
Traffic Engr.	4	0	20
Water	8	0	50
Total	116 (16%)**	36 (5%)**	726

The breakdown by classification and number of black supervisory employees is as follows:

<u>Class</u>	<u>No.</u>
Chief Custodian	1
Police Lieutenant	1
Police Sergeant	1
Fire Captain	2
Public Works Foreman	3
Public Works Maint. Man II (Crew Leader)	6
Recreation Leader	1
Recreation Supervisor	1
Tree Trimmer II (Crew Leader)	2
Truck Driver (Crew Leader)	16
Police Patrolman (In Charge of Communications and Desk Personnel)	1
Executive Director (Human Relations Commission)	1
Total	36

* Excluding Black Supervisory Employees

** Percentage of Total City Employees (726)

Negroes

BLACKS IN CITY GOVERNMENT DECISION-MAKING POSITIONS

Obtained from City Manager's Office

(As of Jan. 1, 1969)

MRS. KARL M. MILTON
1704 MULFORD ST.
EVANSTON, ILLINOIS

<u>Elective Positions:</u>		Total Number	Black	%Black
	Mayor	1	0	
	Aldermen	18	3	16.5
	Other Officials:	4	0	
	City Clerk			
	City Treasurer & Town Collector			
	Town Assessor			
	Town Supervisor			

<u>Boards, Commissions and Advisory Committees</u> appointed by Mayor and City Council	Citizens Adv. Comm. on Comm. Conservation(Inact)	14	4	28.5
	Fair Housing Review Bd.	5	1	20
	Human Relations Comm.	15	5	33.3
	Land Clearance Comm.	5	1	20
	Plan Commission	9	1	11
	(Total Incl 4 Assoc Mbrs)	(13)	(1)	(7.7)
	(Also 4 Ex Officio)	(17)	(1)	(5.8)
	Recreation Board	5	1	20
	Youth Commission	15	2	13
	Zoning Board of Appeals	7	1	14
	Sub-Total	75	16	21.3%
	Air Pollution Appeal Bd.	7	0	
	Art Commission	6	0	
	Bd. of Examining Eng.	4	0	
	Board of Health	3	0	
	Board of Local Improve.	5	0	
	Civil Service Comm.	3	0	
	Citizens Adv. Comm. on Publ. Place Names	9	0	
	Electrical Commission	5	0	
	Firemen's Pension Board (Ex Officio)	4 (4)	0 0	
	Ladd Arboretum Adv. Comm.	9	0	
	Library Board	9	0	
	Police Pension Bd.	5	0	
	Tree Advisory Committee (Ex Officio)	6 (2)	0 0	
	Zoning Amendment Comm.	5	0	
		80	0	
		75	16	
	Total This Section	155	16	10.3%

Appointed by City Council	City Manager	1	0	
Appointed by City Manager	Department Heads	15	0	
Appointed by Boards/ Commissions	Admin. Off.:	3	1	33.3
	(Includes the Librarian, Recr. Supt., and Mr. Williams, HRC Exec. Dir. who begins 2/1/69.)			
Totals for the Page:		197	20	10.2%

Negroes

